

Welcome  
to  
Year 1!

September 2025

- ▶ Developing independence
- ▶ The Year 1 learning environment
- ▶ The Year 1 curriculum
- ▶ English teaching – including phonics.
- ▶ Phonics Screening Check
- ▶ Maths teaching
- ▶ Additional information



# Developing Independence

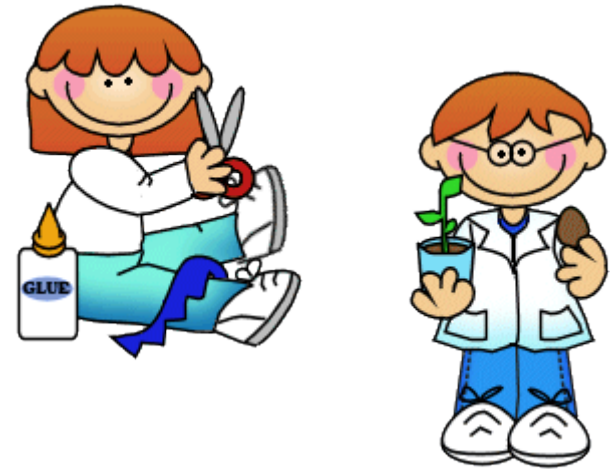
As children, and as learners

- ▶ Coming in to school – morning routine
- ▶ Looking after their own things
- ▶ Delivering messages from school to home and vice versa

# The Year 1 Learning Environment

Areas of provision for independent learning:

- ▶ Construction Area
- ▶ Large Whiteboard
- ▶ Book Corner
- ▶ Reflection Area
- ▶ Phonics Area
- ▶ Computer Area
- ▶ Maths Area
- ▶ Writing Area
- ▶ Craft Area
- ▶ Small World



# The Year 1 Curriculum

- ▶ English
- ▶ Maths
- ▶ RE
- ▶ Computing
- ▶ PE
- ▶ Music
- ▶ PSHCE

Taught as  
discreet  
subjects

- ▶ Science
- ▶ History
- ▶ Geography
- ▶ Art and Design
- ▶ Design and Technology

Taught  
within  
'topics'

# English

*Includes different strands:*

- ▶ *Phonics*
- ▶ *Reading*
- ▶ *Writing*
- ▶ *Spelling*
- ▶ *Grammar*



# English Phonics

- ▶ We follow the 'Little Wandle Letters and Sounds Revised' phonics programme for teaching phonics and reading.
- ▶ Whole-class sessions follow a clear structure every day.
- ▶ Full participation and engagement of all, children is the main focus with 'keep-up' rather than 'catch up' interventions.
- ▶ Regular assessments of all children every half term will allow us to carefully track progress and will determine the reading books they will read in reading practise sessions the following half term.





# Phonics Screening Check

- ▶ An assessment in June to check children's ability to decode and blend phonetically regular words – both real and nonsense words.
- ▶ This is not an assessment of reading ability, purely of ability to recognise sounds and blend words.
- ▶ We will send more information nearer the time.





# English Reading



- ▶ The teaching of reading will mainly be delivered through group reading practise sessions.
- ▶ These will happen twice a week using the same book with a different focus for each session – decoding, comprehension and prosody (reading with meaning).
- ▶ Your child will then bring this book home to share with you at the end of the week.
- ▶ Friday is changing books day.
- ▶ Whole class English lessons also focus on reading where we share and explore a range of fiction, non-fiction and poetry books throughout the year.

# English Spelling



- ▶ Phonics is again, the main tool used to teach writing and allows children to become independent spellers (although often spelling phonetically rather than 'correctly'). This is okay at this stage in your child's writing journey.
- ▶ However there are many words which we do teach the children to spell correctly and we refer to these as key words, or common exception words.
- ▶ On Friday, you will have received the first set of spellings which are linked to our phonics teaching from the week.

# English Spelling



- By the end of Year 1, to be assessed as meeting the expected standard, this is the list of words the children should be spelling correctly within their independent writing.

## Year 1 Common Exception Words

the	is	no	one
a	his	go	once
do	has	so	ask
to	I	by	friend
today	you	my	school
of	your	here	put
said	they	there	push
says	be	where	pull
are	he	love	full
were	me	come	house
was	she	some	our
	we		

# English

## Speaking & Listening and Writing

- ▶ Speaking and Listening underpins everything we do in relation to writing.
- ▶ Children cannot write it unless they can speak it!
- ▶ Whole class English lessons will have a focus on writing, with sentence structure and grammar being a focus (capital letters, finger spaces, full stops, adjectives and conjunctions – use of 'and' in their writing).
- ▶ Children will have the opportunity to write for a range of purposes and apply the phonic knowledge and spelling skills from their daily phonics sessions in their writing.

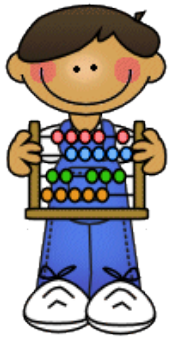


# English Grammar



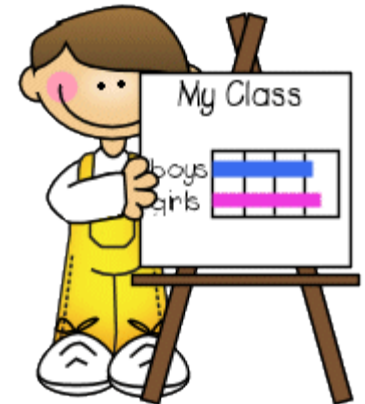
By the end of Year 1, it is expected that the children should be aware of, be able to talk about and use the following in their writing:

- ▶ Suffixes (-s, -es, -ing, -ed, -er, -est)
- ▶ Prefixes (un-)
- ▶ Verbs ('doing' words— walk, jump, put, twist, etc)
- ▶ Adjectives (describing words— shiny, tall, blue, etc)
- ▶ Conjunctions (use of 'and' to join 2 ideas together)
- ▶ Nouns (naming words)
- ▶ Punctuation (capital letters, full stops, question marks and exclamation marks)



# Maths

- ▶ White Rose Maths scheme of learning.
- ▶ Taught in a practical, fun way.
- ▶ In Year 1 we aim to secure understanding of mathematical concepts and language through practical activities and informal recording.
- ▶ Numicon



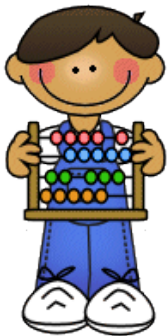


# Maths



## ► Year 1 blocks of learning:

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	<div>Number</div> <div>Place value</div> <div>(within 10)</div> <div>FREE TRIAL</div> <div>VIEW</div>					<div>Number</div> <div>Addition and subtraction</div> <div>(within 10)</div> <div>VIEW</div>					<div>Geometry</div> <div>Shape</div> <div>VIEW</div>	Consolidation
Spring term	<div>Number</div> <div>Place value</div> <div>(within 20)</div> <div>VIEW</div>		<div>Number</div> <div>Addition and subtraction</div> <div>(within 20)</div> <div>VIEW</div>		<div>Number</div> <div>Place value</div> <div>(within 50)</div> <div>VIEW</div>		<div>Measurement</div> <div>Length and height</div> <div>VIEW</div>	<div>Measurement</div> <div>Mass and volume</div> <div>VIEW</div>				
Summer term	<div>Number</div> <div>Multiplication and division</div> <div>VIEW</div>		<div>Number</div> <div>Fractions</div> <div>VIEW</div>		<div>Geometry</div> <div>Position and direction</div> <div>VIEW</div>	<div>Number</div> <div>Place value</div> <div>(within 100)</div> <div>VIEW</div>		<div>Measurement</div> <div>Money</div> <div>VIEW</div>	<div>Measurement</div> <div>Time</div> <div>VIEW</div>	Consolidation		







# Maths

- ▶ Reasoning and problem solving underpins all blocks of learning to ensuring children can apply the knowledge they have learnt and use it to solve problems.
- ▶ We aim to deepen children's learning through questioning and encouraging them to prove their answers and thought processes.

*"Why do you think that?"*  
*"Prove it to me."*





# Maths

## ► End of Year 1 expectations:


- Recall all pairs of addition and subtraction number bonds to 20
- Add and subtract 1-digit and 2-digit numbers to 20 (including zero)
- Solve a missing number problem ( $5 = 8 - ?$ )
- Count reliably to 100
- Write all the numbers to 20
- Count on and back in 1s, 2s, 5s and 10s from any given number to 100
- Know the +, - and = signs
- Solve a one-step problem involving + or - using CONCRETE objects, pictorial representation and arrays
- Solve a one-step problem involving  $\times$  and  $\div$  using CONCRETE objects, pictorial representation and arrays
- Recognise all the coins (£2, £1, 50p, 20p, 10p, 5p, 2p, 1p)
- Name the days of the week and months of the year
- Tell the time to the hour and half past the hour
- Recognise and name the 2D shapes: circle, triangle, square and oblong (rectangle)
- Recognise and name the 3D shapes: cube, sphere, cuboid



# Topic Learning

- ▶ In Year 1, we cover our history, geography, science, art and design, and design and technology through topic learning.

Our topics include:

- ▶ Space
  - ▶ Toys in the past
  - ▶ Africa
  - ▶ Dinosaurs
  - ▶ Plants and growing
  - ▶ Seaside holidays in the past
- 

# Outdoor learning

- ▶ In Year 1 we use the outdoor environment within our teaching where possible.
- ▶ We are very lucky to have Forest School sessions for both classes after half term with Ruth. We will let you know more information nearer the time.






# Assessment



- ▶ Reading, Writing and Maths are assessed against End of Year expectations (provided tonight).
- ▶ Regular, on-going, informal assessments – children demonstrate their learning best when not under pressure and when they are enjoying the activities.
- ▶ Phonics Screening Check – statutory assessment in June, delivered in a fun, non-pressurised way.

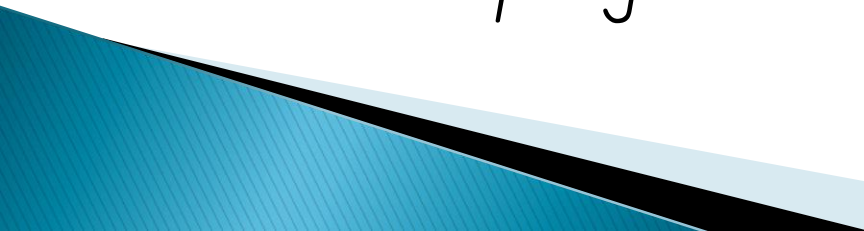


# What can you do to help your child at home?

- ▶ We encourage working in partnership with parents to support your child with their learning.
  - ▶ Little and often.
  - ▶ Read for a few minutes everyday.
  - ▶ Write whenever there is an opportunity – make it purposeful and real.
  - ▶ Do some number work often, again when opportunities arise in real life situations.
  - ▶ Complete homework.
  - ▶ Have fun learning – don't make it a chore!
- 

# In summary

## The aims of Year 1

- ▶ To ensure all children are happy and settled after transition from EYFS to KS1 so they are ready to learn on the National Curriculum.
  - ▶ To produce confident, inquisitive learners.
  - ▶ To have a love for learning that will follow them through school.
  - ▶ To provide all children with the skills to be able to blend to read and write words and sentences.
  - ▶ To be well-rounded early mathematicians with a sound understanding of a range of mathematical concepts.
  - ▶ To make progress and achieve their potential.
- 



# School Uniform

## A guide to our school uniform.

- A red, black or royal blue sweatshirt or cardigan, plain or embroidered with the school logo.
- A plain white polo shirt.
- Plain grey or black trousers, shorts or skirt.
- Shoes must be practical and should be plain and black.
- Socks or tights should be school colours.
- In the warmer weather children may choose to wear school-style summer dresses in either blue or red.

## P.E Kit.

*Children should come to school wearing their P.E kit on the day of their P.E lesson.*

- A plain white t-shirt (no logo).
- Plain dark shorts and/or jogging bottoms.
- A plain dark hoody.
- Black Trainers/pumps.
- No sports kits or branded clothing.

## Forest School and Welly Days.

- Plain clothing suitable for outdoor work depending on the weather that day.
- A change of footwear. Clean pair for indoor, wellies/trainers for muddy outdoor work with a plastic/kit back to take dirty footwear home in.

Please make sure all your child's belongings are clearly named/labelled.

## Forest School and Welly Days.

- Dark Plain clothing suitable for outdoor work depending on the weather that day.
- A change of footwear. Clean pair for indoor, wellies/old trainers for muddy outdoor work with a plastic/kit back to take dirty footwear home in.

## General information.

- Foundation stage/KS1 need a school book bag.
- KS2 children can bring a small rucksack style bag.
- Long hair must be tied back at all times and no jewellery other than watches and earrings for pierced ears are allowed.
- If worn, 1 pair of earrings must be small, plain and flat which must be removed by the child before PE. Plastic retainers may be worn. In exceptional circumstance staff will provide children with tape to put over their studs. (all earrings must be removed before swimming in Year 4).
- If children have their ears pierced, we recommend it is done at the beginning of the summer holiday to allow them to heal.
- Children are not permitted to wear make-up or nail varnish
- No cropped tops to be worn in school (inc non-uniform days, forest school, clubs)

Please make sure all your child's belongings are clearly named/labelled.



Matalan  
£6-£8



Matalan  
£6-£8



Adidas  
£30



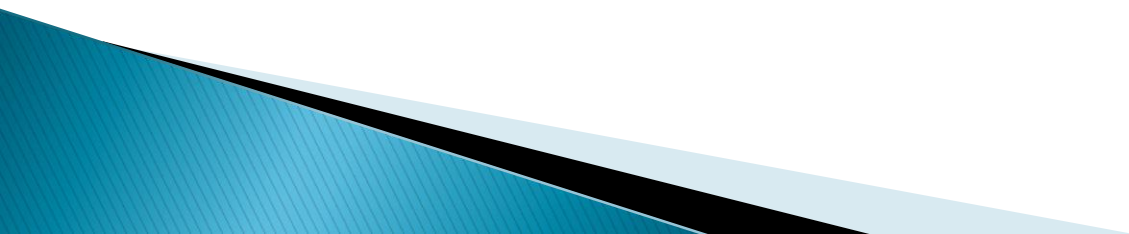
White Fox  
£50



Matalan £12-£13

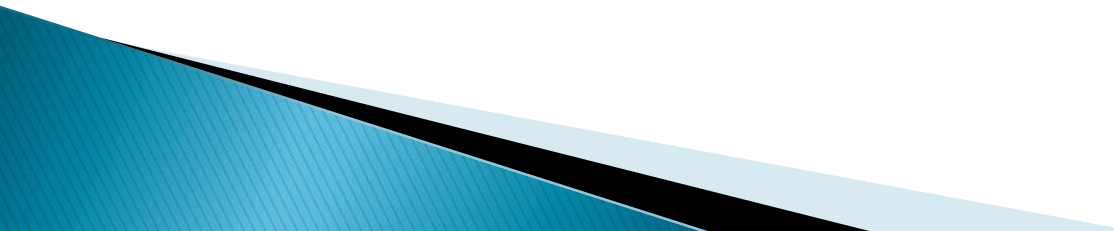


Nike over £50



## Smart phones and Whatsapp

In recent years we have seen an enormous increase in the number of issues brought into school as a direct result of the use of mobile phones and messaging apps, such as Snapchat and Whatsapp. This has had a detrimental effect on the emotional and mental health of many of our children; we have seen a rise in negative behaviours and this of course impacts upon teaching and learning. Members of staff have seen, and had to deal with incidents which include:

- Verbal abuse over Whatsapp and Snapchat including extreme swearing, sexualised language and racism
  - Children adding older siblings, friends to groups without others' consent sometimes resulting in name calling, swearing at the highest level, racism, threatening language, extreme sexual language
  - The sending of innocuous memes to individuals and groups which have been misunderstood
  - Children writing messages and then removing them and denying their existence
  - Children spreading hearsay, rumours that are partly true or secrets that have been shared privately on Whatsapp
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Some of the above incidents have resulted in:

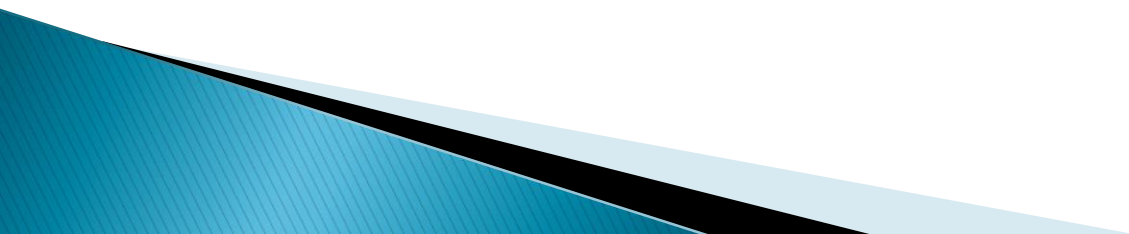
- Children not wanting to come to school due to being scared, worried (Emotion based school avoidance)
- Children sharing with staff that they feel a pressure to respond to messages or be part of a group
- Children being made fun of because they don't have a phone, an app or a particular game
- Children being tempted to bring their phones to school (without permission) or using their phones in school creating safeguarding risks
- Arguments and fallouts being transferred into school, sometimes resulting in fallouts, confrontations, further cross words and breaking of long standing friendship groups
- Parents messaging each other and falling out
- Parents seeking advice on how to sort out phone arguments or fallouts or asking staff to resolve problems
- Valuable teaching and learning time lost whilst SLT, teachers and support staff address problems from outside school time
- The involvement of the police and on rare occasions, the involvement of social services

<https://www.melthamceschool.co.uk/page/smartphone-pledge/148864>

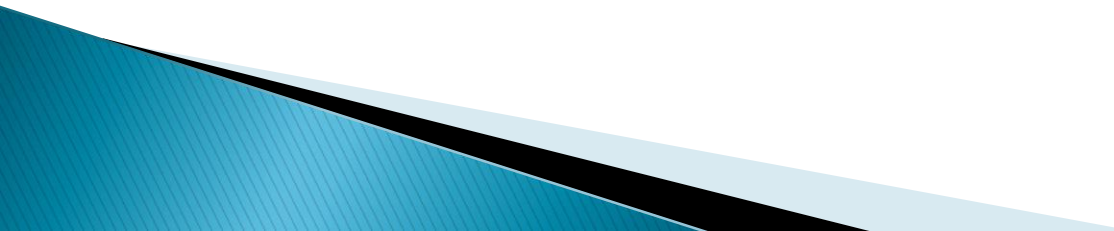


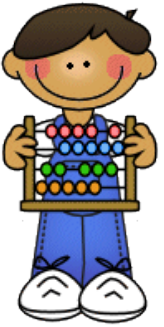


From little sparkles to shining stars  
We stand out, breakout and shout out  
Growing confidence to make a difference



# Our School Vision

- ▶ The vision is what we want for our children, to flourish and be the best they can be when they leave us at the end of Year 6
  - ▶ It is underpinned by the story of King David which the children will come to know
  - ▶ King David has humble beginnings as a shepherd and he was known for his creativity and courage
  - ▶ He achieved great things through courage, compassion, patience and determination
  - ▶ He had to STANDOUT, BREAKOUT and SHOUTOUT to be able to achieve this
- 



We hope you have found this information useful.

If you have any questions, please email us:

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